DOCUMENT RESUME

ED 405 320 SP 037 199

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TITLE Serving Under Represented Diverse Populations: Five Institutions Reflect on Progress.
PUB DATE 97
NOTE 18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (77th, Washington, DC, February 17, 1997). For a related document, see ED 367 604.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Case Studies; College School Cooperation; Elementary Secondary Education; *Enrollment Trends; Field Experience Programs; Higher Education; *Minority Groups; *Minority Group Teachers; Multicultural Education; Preservice Teacher Education; *Teacher Education Programs; *Teacher Recruitment
IDENTIFIERS Central Washington University; *Diversity (Faculty); *Diversity (Student); Jacksonville State University AL; Montana State University; Saginaw Valley State University MI; State University of New York Coll at Plattsburgh

ABSTRACT

This paper describes how five medium sized state institutions from various parts of the country have progressed in meeting the needs of under-represented, diverse populations over the past four years. The five institutions are: Central Washington University, Jacksonville State University (Alabama), State University of New York at Plattsburgh, Montana State University, and Saginaw Valley State University (Michigan). Data from each institution are included in the appendix. (Author/ND)

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ED 405 320

SERVING UNDER REPRESENTED DIVERSE POPULATIONS: FIVE INSTITUTIONS REFLECT ON PROGRESS

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Paper presented at the 77th annual meeting of the Association of Teacher Educators, Washington, D.C. February 17, 1997.

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INTRODUCTION

Three years ago at ATE in Atlanta, we stated that interest in serving under represented, under served, and minority populations was at an all time high. We further stated that the reasons for this included: a higher level of education being attained by these groups; political "clout" being generated by these groups; and advocacy by many members of the dominant white culture. While universities continue to struggle to serve these populations, new and/or growing factions in governments and in the universities themselves are rebelling at what they consider to be reverse discrimination and intrusions into the lives of people in the majority white culture. This "backlash" is exemplified by the recent elections in which many candidates opposed to such policies as affirmative action, welfare, and basic entitlements like school lunch and breakfast programs were elected overwhelmingly.

We discussed the NCATE standards and compliance criteria which focused on dealing with diverse populations. Over the past years some of our programs, and others that we are familiar with, underwent NCATE review and were subjected to those standards. We also described in detail what each of our five institutions was doing to serve these populations, especially in the area of teacher education.

In light of the above societal changes over the past few years, what has happened to the programs designed to enhance educational opportunities for diverse populations at these five institutions which are typical of those in most regions of the country? Have programs been successful in achieving their mission? Have programs been enhanced, reduced, or in some cases, ceased to exist? Have there been new programs developed to better serve these populations? Over the past few months, we have each examined the programs focused on these populations at our institutions. We have talked with the persons responsible, asked for opinions and for data on the success of those programs. What is presented below is a summary of programs now in existence and how they are similar or

different from programs of four years ago. Complete descriptions of programs discussed four years ago can be found in ERIC at ED 367 604.

Central Washington University serves very large Hispanic and Yakama Indian populations in the Yakima and lower Yakima valleys as well as a large Hispanic population in the Wenatchee valley. Many other diverse populations in smaller numbers are served on campus in Ellensburg. Jacksonville State University, on the border of Appalachia, serves large populations of blacks and poor Appalachian whites, mostly first generation college students. Saginaw Valley State University serves a large urban Black population from all over central Michigan extending south to Detroit. There is a substantial off-campus program. SUNY Plattsburgh has only small numbers of Blacks (mainly from New York City), Hispanics, Asians, and French speaking Canadian-Americans but its major involvement is with the Mohawk tribe of the Iroquois Nation. Montana State University has a long history of serving many Native American tribes across the state especially the Crow and Northern Cheyenne nations. It works closely with the tribal community colleges to promote Indian education.

This paper will describe how these five medium sized state institutions have progressed in meeting the needs of under-represented, diverse populations over the past four years.

CENTRAL WASHINGTON UNIVERSITY

In 1994, the ACCESS program to provide alternative admission for students who did not qualify for regular admissions and the Minority Retention Program to provide support and academic services to minority students were firmly in place. They are still active and are for students in all majors.

Since 1994, the College of Education and Professional Studies has reactivated Education Week, a program to recruit high school students to teacher education at CWU.

Minority students are highly sought for the program. In this program, each spring up to 100 high school students from across the state spend four days on campus exploring careers in education. Students who attend Education Week can also earn college credit by doing a practicum while still in high school.

The Yakima Early Childhood Education program, reported on in 1994 is still operating but with modifications. The program still strives to serve placebound students in the Yakima and lower Yakima valleys but it is now an elementary education program with minors in either special education or early childhood education. The change was made due to the needs of the target populations.

In 1994, CWU began to focus on the needs of placebound populations of Hispanics in the Wenatchee valley, 50 miles to the north. The result of collaboration among local school districts, North Central Educational Service District and CWU has resulted in established teacher education programs in the area.

While programs have been enhanced and tailored to meet the needs of placebound minority populations, their success has been minimal. As the data in the Appendix reveal, minority enrollment as a percentage of the whole has declined on campus with the exception that Hispanic enrollment is up in number but down as a percentage of the whole. Data for the off-campus centers was not available in 1993-94 but data for 1996-97 shows that the target populations are not the populations enrolling in the programs. The programs are simply making it easier for other non-target populations to prepare for careers in teaching.

JACKSONVILLE STATE UNIVERSITY

In 1994, Jacksonville State University reported that it provided developmental education services primarily through the Center for Individualized Instruction (CII), a multipurpose, multidisciplinary academic support center serving both undergraduate and

graduate students. The center was open to all departments within the university and was not a part of the College of Education. The most important thing the center did, was to promote more internal control and self-esteem in the students it served. Data for 1992 indicated that the center served 1879 students with tutoring and enrolled 2363 students in learning skills and other courses. Data for 1996 shows a drop in tutoring services with 1018 students served and a similar drop in the number of students enrolled in learning skills courses, 1512 students.

Also, in 1994, The College of Education was considering creation of a lower division course to explore professional education and attract minority students into teacher education. There was no consensus in the college that this needed to be done and the course was not created.

The college also requested a new faculty member to recruit and retain minority students. In the fall of 1994, it hired three Black instructors and one Black assistant professor. It is hypothesized that this might be the reason for education's increase in the share of university minority enrollment.

As can be seen from the data, the numbers and resultant percentages of minority enrollment in education is up significantly in spire of the fact that the college has done nothing new to recruit minority students. We can hypothesize that minority faculty recruitment has helped significantly in minority enrollment in teacher education.

STATE UNIVERSITY OF NEW YORK AT PLATTSBURGH

In 1993-94, SUNY Plattsburgh had a number of programs for recruiting and serving under-represented, minority populations. A review of programs shown below, active in 1993-94 are identical to those active in 1996-97 with one exception. In 1993-94, there was one faculty member from the College of Educational Studies and Services assigned to minority recruiting duties. This position was eliminated.

The Multicultural Outreach Program works closely with SUNY's New York City Office of Student Recruitment. Busses are used to transport minority students to campus for recruitment and advising. Recruiters visit selected high schools, agencies, and two-year colleges which have been identified as "feeder schools" because of the number of minority students. Recruiters also attend college fairs in larger metropolitan areas such as Buffalo, Rochester, and Syracuse.

Other campus-wide activities include Multicultural Student Weekend where students and their families visit campus during the Spring. Minority students and faculty are directly involved in these recruiting efforts. Minority alumni are also encouraged to recruit. General advertising using direct mail, newspapers etc. is frequently used. Scholarships directed at minority students are also available.

The College of Educational Studies and Services activities are less formal but include consulting with a high school human relations club, establishing a Future Teacher's Association at a local high school, bulletin boards at local schools to publicize teacher education at Plattsburgh, and having discussion groups at local high schools. In addition, student teachers are assigned projects to influence the number of minority students entering the profession.

Data available on the effectiveness of these efforts are slim (see Appendix). In 1993-94, there were 27 minority students (race and ethnicity unavailable) out of a total of 762 education students or 3.5%. Presently (1996-97), there are 21 minority students out of 676 students or 3.1%. The number of minorities is down slightly but overall enrollment is also down slightly. It seems that enrollment of minorities follows the recruitment efforts which are stable and unchanging.

MONTANA STATE UNIVERSITY

The definition of minority or underserved populations in Montana still focuses on Native Americans as it did in 1993-94. At that time there was not much in place to help serve this population but MSU was beginning the process. STEP (Systemic Teacher Excellence Project) is a five-year NSF funded project for the improvement of the preparation of K-12 mathematics and science teachers in Montana. Funding began in June 1993. The tribal colleges in the state were involved in the planning of joint teacher preparation programs.

At the start of the STEP program, only five of the state's 1500 math and science teachers (.04%) were Native American and just seven more were working on degrees in those areas. Three years later, according to the 1996 STEP annual report, 13 Native Americans were working toward a degree in those areas, 11 more were working toward certification within the university system and 44 were progressing at the tribal colleges. Tribal colleges are still an integral part of STEP.

In 1996, the MSU College of Education has a Diversity Action Plan in place. In the fall of 1995, a comprehensive program-wide review was initiated. Of the 12 strands identified in the program, diversity was one.

To promote faculty development in the area of diversity, the following activities are in progress. Priority in the distribution of travel funds considers professional development related to diversity. Faculty who regularly work with large minority populations share their insights and understandings with other faculty. The third annual symposium of the college in the fall of 1996, focused on diversity issues.

Faculty are engaged in ongoing discussions on how to integrate diversity concepts and values throughout the curriculum. Students are beginning to receive instruction related to diversity. Here, diversity categories include the conventional ones of gender, social

economic status, ethnicity, and race but also entails a deliberate dismantling of the mechanisms of oppression that are category based and those that are less subtle such as attitudes, beliefs, and conduct related to all minority groups.

Field experiences for students have been expanded in this area to include more placements in diverse settings. These experiences include but are not limited to practicums and student teaching. Paraprofessional opportunities are available and students have been involved in both the Native American Week and Spring Pow-Wows.

The college is aggressively recruiting faculty with diverse backgrounds. It hopes to fill at least one opening with a minority candidate. In addition, ABDs are being sought for a one year fellowship to automatically lead to a tenure-track position.

Finally, the college is making use of the university Bilingual/Multicultural Center to enhance relationships with the tribal colleges, expand outreach programs, develop policies to help retention, help with remediation, and recruit minorities into teaching.

SAGINAW VALLEY STATE UNIVERSITY

Saginaw Valley uses a wide variety of recruitment strategies to recruit applicants from diverse economic, racial, and cultural backgrounds. The programs described below are identical to those described in our 1994 paper with the exception that the Kellogg Math/Science Grant funding scholarships for minority students interested in teaching math or science is no longer available. Also, the Wade-McCree Scholarship/Incentive Program for minorities, funded by the state, is no longer available. A new program called "Grow Your Own" will be described below.

The Bilingual /Bicultural Education Program provides reimbursement funds for tuition and books to all undergraduates seeking bilingual education endorsement. Applicants are recruited to the program through presentations at regional high schools and through various brochures and other literature.

A program developed in consort with Delta College, a community college in close proximity to SVSU is still operating. This program allows minority students in teacher education to complete the first 62 credits at Delta and the remainder at SVSU. Applicants are recruited through collaborative efforts of both schools and counseling is available from SVSU advisors.

The Young Educators Society (YES) is a statewide program focused on minority junior high/middle school students and working with them through the high school years with the hope of attracting them to teacher education.

The Department of Teacher Education has extensive field-based experiences. When students from the teacher education programs are placed in culturally diverse schools, they prove to be excellent ambassadors for the program and serve as a mechanism for attracting qualified applicants from underrepresented groups.

The Grow Your Own Program is a collaborative arrangement between the College of Education and the City of Saginaw School District. In this program, the school district identifies nonteaching personnel (e.g. teacher's aides, custodians, secretaries) who the district believes can become successful teachers. The district assists the individual with tuition, books, and fees, and guarantees those people a teaching position upon successful completion of SVSU's teacher preparation program. Participants must be from underrepresented populations and are assisted by the Minority Services Office and Minority Outreach Committee.

On the basis of available data, SVSU is quite pleased with its efforts in recruitment and retention of minority students in teacher education.

SUMMARY AND CONCLUSION

As can be seen from the descriptions of what the five schools are doing now, it is obvious that the only major changes came at Montana State University and Central

Washington University. In addition, Jacksonville State University added four black faculty members. The data in the Appendix show, new programs do not equate to increased minority enrollment. MSU is up and CWU is down as a percentage of the whole. The institutions which had minimal changes, SUNY Plattsburgh and SVSU also had conflicting changes in enrollment, SVSU was up and SUNY was down. JSU, which hired minority faculty, was up significantly.

These results are confusing and do not give any support to the hypothesis that programs and activities aimed at the recruitment and retention of minority teachers are always effective. A Native American faculty member at CWU made the observation that for these strategies to work, minorities need to be asked what will work and that minorities should not be lumped together. The results of the STEP grant in Montana seem to bear out his comment.

APPENDIX

DATA FROM CENTRAL WASHINGTON UNIVERSITY

Total Enrollment in Teacher Education (Campus)

1993-94	1996-97
722	1187

Minority Enrollment in Teacher Education

1993-94	1996-97
62	84

Minority Enrollment in Teacher Education as % of Total

1993-94	1996-97
8.59%	7.08%

Breakdown of Minority Enrollment

1993-94		1996-97	
Black	5	Black	5
Hispanic	34	Hispanic	41
Native American	10	Native American	17
Asian	13	Asian	21

Wenatchee Center: (1996-97)

Out of 25 students enrolled in teacher education programs at this off-campus center, only three are minority. The target populations are not being served.

Yakima Center: (1996-97)

Out of 53 students enrolled in teacher education programs at this off-campus center, only five are minority. The target populations are not being served.

DATA FROM JACKSONVILLE STATE UNIVERSITY

Total Enrollment in Teacher Education (Campus)

1993-94	1996-97
1224	1369

Minority Enrollment in Teacher Education

1993-94	1996-97
122	200

Minority Enrollment in Teacher Education as % of Total

1993-94	1996-97
9.97%	14.61%

Breakdown of Minority Enrollment

1993-94		1996-97	
Black	108	Black	170
Hispanic	3	Hispanic	9
Native American	3	Native American	6
Asian	8	Asian	9

DATA FROM SUNY PLATTSBURGH

Total Enrollment in Teacher Education (Campus)

1993-94	1996-97
762	676

Minority Enrollment in Teacher Education

1993-94	1996-97
27	21

Minority Enrollment in Teacher Education as % of Total

1993-94	1996-97
3.5%	3.1%

Breakdown of Minority Enrollment (not available)

1993-94	1996-97
Black	Black
Hispanic	Hispanic
Native American	Native American
Asian	Asian

DATA FROM MONTANA STATE UNIVERSITY

Total Enrollment in Teacher Education (Campus)

1993-94	1996-97
1512	1660

Minority Enrollment in Teacher Education

1993-94	1996-97
45	95

Minority Enrollment in Teacher Education as % of Total

1993-94	1996-97
2.98%	5.72%

Breakdown of Minority Enrollment

1993-94		1996-97	
Black	5	Black	5
Hispanic	6	Hispanic	13
Native American	30	Native American	66
Asian	4	Asian	11

DATA FROM SAGINAW VALLEY STATE UNIVERSITY

Total Enrollment in Teacher Education (Campus)

1993-94	1996-97
450	550

Minority Enrollment in Teacher Education

1993-94	1996-97
75	120

Minority Enrollment in Teacher Education as % of Total

1993-94	1996-97
16.67%	21.82%

Breakdown of Minority Enrollment

1993-94		1996-97	
Black	30	Black	60
Hispanic	35	Hispanic	50
Native American	4	Native American	15
Asian	6	Asian	5

SERVING UNDER REPRESENTED DIVERSE POPULATIONS: FIVE INSTITUTIONS REFLECT ON PROGRESS

ABSTRACT

Three years ago at ATE in Atlanta, the same five authors presented a paper (ED 367 604) on this same topic. Three years later, we look back on what was being done and then we look at what is being done today. Are minority populations preparing to be teachers being served to a greater or lesser extent? Are there more or fewer programs to promote the preparation of minority teachers? What programs or strategies are effective in recruiting minority candidates into teacher education?

This paper describes how five medium sized state institutions from various parts of the country have progressed in meeting the needs of under represented diverse populations and members of those groups who desire to prepare for a career in teaching. Actual data from each institution are included the appendix of the paper.